

FRAMEWORKS
for
SECONDARY CURRICULUM
in
FAMILY AND CONSUMER SCIENCES
August 2006



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FAMILY AND CONSUMER SCIENCES EDUCATION

VISION

Family and Consumer Sciences Education empowers individuals and families across the life span to manage the challenges of living and working in a diverse, global society. Our unique focus is on families, work, and their interrelationships.

(developed in 1991 and adopted nationally)

MISSION

Family and Consumer Sciences Education programs prepare students for family life, work life, and careers in family and consumer sciences by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed for:

- Strengthening the well-being of individuals and families across the life span.
- Becoming responsible citizens and leaders in family, community, and work settings.
- Promoting optimal nutrition and wellness across the life span.
- Managing resources to meet the material needs of individuals and families.
- Balancing personal, home, family, and work lives.
- Using critical and creative thinking skills to address problems in diverse family, community, and work environments.
- Successful life management, employment, and career development.
- Functioning effectively as providers and consumers of goods and services.
- Appreciating human worth and accepting responsibility for one's actions and success in family and work life.

Frameworks for North Dakota Family and Consumer Sciences Programs

Introduction

The unique feature of Family and Consumer Sciences curriculum is its focus on the *family*. Instruction focuses on preparing learners with the knowledge and skills necessary for satisfying personal and family life. Today's students, however, are expected to function as members and leaders, not only of families, but also of the community and the workplace. The relationship, communication, decision-making, and teamwork skills that support family life are also foundation skills for career success in any field and for productive community involvement. Instructional planning will address both the personal/family and the career/community applications of Family and Consumer Sciences knowledge and skills.

In North Dakota final curriculum decisions are made at the local level. Planning locally enables each instructor and his/her advisory committee to develop curriculum that:

- focuses on knowledge and skills that have been identified as essential content for all learners;
- incorporates the concerns and priorities of the local community into instructional activities based on this essential content; and,
- identifies needs and interests of current students to personalize the curriculum each year.

Localizing curriculum is not a “from scratch” process. The field of Family and Consumer Sciences Education has a body of content that answers the question, “**What must students know and be able to do to function successfully in the family, career, and community roles of their daily lives?**” This body of content is identified in the *National Standards for Family and Consumer Sciences Education* (V-TECS, 1998) and adapted for North Dakota programs in *North Dakota Family and Consumer Sciences Content Standards* (Dept. of Career & Technical Education, 2005). *Frameworks for North Dakota Family and Consumer Sciences Programs* identifies the portion of the body of content from the national and state standards that is appropriate for each level of the North Dakota Family and Consumer Sciences program. These standards and frameworks are the basis for local curriculum planning. Modifications for individual and community needs should be made from these standards and frameworks.

Frameworks for North Dakota Family and Consumer Sciences Programs

How to Use This Document with the ND FACS Standards

The *North Dakota Frameworks for Family and Consumer Sciences Programs* (DCTE, 2006) is a guide for planning a coherent, sequenced program of instruction from middle- through advanced-level courses. This sequence is reflected in the 3-level (middle, comprehensive, upper) matrix that identifies topics appropriate for each level and links each topic to one or more of the North Dakota FACS Standards. As you use the *Frameworks*, keep the following points in mind:

1. Use the *Frameworks* and the *ND Content Standards for FACS* side-by-side when planning. The *Frameworks* lists the topic and related standards. The *Standards* provides more detail to clarify the content of a topic, and to determine whether this content should be planned, taught, and assessed at the Introductory, Core, or Advanced level.
2. The framework for each level of the FACS program is designed for a specific course length:
 - Middle Level – one semester (one semester at either grade 7 or grade 8, or a total of one semester between grades 7 & 8).
 - Comprehensive High School Level – a full-year course, generally at grade 9;
 - Upper Level – a one-semester course for students at grade 10 and above.

NOTE: Semester courses are the recommended offering beyond the 9th grade Comprehensive course. If additional comprehensive courses are the local preference beyond grade 9, draw the appropriate content from the Upper Level (semester course) frameworks.

If your courses differ in length from these “standard” time periods, you will need to adjust the content, as well.

- Courses that are shorter will cover fewer sub-topics within each major topic. To assist you in deciding what to include, the sub-topics are listed in order of priority with the most important sub-topic listed first. For example:

Comprehensive High School	
FOOD PATTERNS AND CUSTOMS	
• Principles of Nutrition (4.3)	<i>Most Important</i>
• Nutritional Needs During the Life Span (8.2)	<i>2nd in importance</i>
• Etiquette (7.6)	<i>3^d in importance</i>

- Courses that are longer than the “standard” course can either include one or more subtopics from the next higher level course or take students to a higher level of competence on a specific standard (from “introductory” to “core” or from “core” to “advanced”, for example).

3. Multiple standards are cited for some sub-topics. The student learning experiences selected and the time allowed for instruction will determine which of the standards are addressed.
4. Generally, the “introductory” level of a standard will be addressed in the first (lowest grade level) FACS course that is offered.
5. Content for the Current Issues topic that is part of all course frameworks will vary, depending on what is happening locally, nationally, or globally that relates to the content area. As current issues are selected, identify the standards that are addressed.
6. The *National Standards for Family and Consumer Sciences Education* did not include a Health content area. The letter “H” before the number of a standard in the *Frameworks* indicates the standard is from the *North Dakota Content Standards for Health* (DPI, 2000)
7. ***Relationships*** is a content thread across the curriculum. You will find Standard 7 (Interpersonal Relationships) referenced in courses such as Family Living, but it is also a logical component of any learning experience that involves students working together, such as in a food preparation laboratory.
8. In some schools, certain FACS courses (such as Consumer and Resource Management) are seldom chosen by students and so are seldom/never taught. The content of such courses, however, is essential for successful living. As you plan curriculum, consider “borrowing” key content from the courses you don’t teach to include in the courses that are taught.
9. Standards can also be addressed through FCCLA programs and projects. Consider the guidelines for FCCLA programs as additional curriculum resources that can be integrated into the classroom for the benefit of all students.

For example:

- When students in the Comprehensive course are working on the topic “Health and Safety of the Child”, they might choose to teach basic traffic safety rules to young children, following the guidelines for F.A.C.T.S. (Families Acting Together for Community Traffic Safety).
- Students preparing reports on their class research projects could follow the guidelines for the STAR Event *Illustrated Talk*.

Further information on the relationship between FCCLA programs and the FACS standards can be found at www.fcclainc.org. Click on “Downloads” and then select “*Implementing the National Family and Consumer Sciences Standards Through FCCLA*”.

10. The *Standards* and *Frameworks* that guide curriculum planning can also be program marketing tools by providing an answer for the perennial question, “Why are you teaching (or not teaching) this?”

Child Development Course Topics & Related Standards

TOPICS		
Upper Level MIS-03 # 09026	Comprehensive High School MIS-03 #09022	Middle School MIS-03 #09006
PREPARATION FOR PARENTHOOD <ul style="list-style-type: none"> Readiness for Parenthood (9.1, 9.4) Functions of the Family (1.1, 7.2, 7.6, 9.1) Planning for a Family (2.1, 7.1, 7.6, 9.1) Adjustments for New Parents (9.1, 9.4) Management of Daily Routines (2.1, 6.1) Legal and Financial Responsibilities of Parents (2.4, 9.1) Teen Parenting (9.1, 9.4) 	PREPARATION FOR PARENTHOOD <ul style="list-style-type: none"> Functions of the Family (1.1, 7.2, 9.1) Readiness for Parenthood (9.1, 9.4) Legal and Financial Responsibilities of Parents (2.4, 9.1) 	
REPRODUCTIVE SYSTEMS (6.1)		
PRENATAL DEVELOPMENT AND CARE OF MOTHER <ul style="list-style-type: none"> Interaction of Heredity and Environment (6.1, 6.2) Stages in Prenatal Development (6.1, 6.2, 6.3) Fads and Fallacies Related to Pregnancy (9.4) Pre- and Post-Natal Care of the Mother (9.4) Responsibilities of the Prospective Father (7.1, 9.1) 		
CARE AND GUIDANCE OF CHILDREN <ul style="list-style-type: none"> Care of Newborn (6.1) Caring for Children (9.1, 11.1, 11.5) Ages & Stages of Development (6.1, 6.2, 6.3) Guidance of Children (6.3, 9.2) Health and Safety of the Child (4.1, 6.2, 8.1, 8.2, 8.6) Child Protection (9.2, 9.3) Cultural Similarities and Differences in Child Care and Development (3.2, 6.2) 	CARE AND GUIDANCE OF CHILDREN <ul style="list-style-type: none"> Caring for Children (9.1, 11.1, 11.5) Cultural Similarities and Differences in Child Care and Development (3.2, 6.2) Health and Safety of the Child (4.1, 6.2, 8.1, 8.2, 8.6) Ages & Stages of Development (6.1, 6.2, 6.3) 	CARE AND GUIDANCE OF CHILDREN <ul style="list-style-type: none"> Caring for Children (6.3) Guidance of Children (6.2, 6.3) Snack Foods for Children (4.1) Health and Safety of the Child (4.1, 6.2, 8.1, 8.2, 8.6)
CREATIVE ACTIVITIES FOR CHILDREN <ul style="list-style-type: none"> How Children Learn (6.1, 6.2, 11.3, 11.4) Age Appropriate Activities (6.1, 6.2, 11.2, 11.4) Selecting, Buying or Making, and Using Activities and Resources with/for Children (6.3) 	CREATIVE ACTIVITIES FOR CHILDREN <ul style="list-style-type: none"> Age Appropriate Activities (6.1, 6.2) 	CREATIVE ACTIVITIES FOR CHILDREN <ul style="list-style-type: none"> Age Appropriate Activities (6.1, 6.2)
CHANGING ROLES AND DYNAMICS WITHIN THE FAMILY (1.1, 3.1, 3.2, 7.1, 7.2, 7.5, 7.6)	CHANGING ROLES AND DYNAMICS WITHIN THE FAMILY (1.1, 3.1, 3.2, 7.1, 7.2, 7.5, 7.6)	
SOURCES OF SUPPORT AND ASSISTANCE FOR INDIVIDUALS AND FAMILIES (9.3)		
CURRENT ISSUES	CURRENT ISSUES	CURRENT ISSUES
RELATED CAREERS (1.1, 1.2, 11.1)	RELATED CAREERS (1.1, 1.2, 11.1)	RELATED CAREERS (1.1, 1.2)

Consumer and Resource Management Course Topics & Related Standards

	TOPICS	
Upper Level MIS-03 #09028	Comprehensive High School MIS-03 # 09022	Middle School MIS-03 # 09006
ECONOMIC PERSPECTIVES IN CONTEMPORARY SOCIETY <ul style="list-style-type: none"> Economic Effects of Changing Roles and Lifestyles (2.4) The Business/Industry Perspective of Consumer Practices (2.3) Effects of Individual Actions on the Larger Economy (2.4) Economic Aspects of Career Planning (2.5) 	ECONOMIC PERSPECTIVES IN CONTEMPORARY SOCIETY <ul style="list-style-type: none"> Economic Effects of Changing Roles and Lifestyles (2.4) Effects of Individual Actions on the Larger Economy (2.4) 	
ROLE OF THE CONSUMER <ul style="list-style-type: none"> Factors Influencing Consumer Behavior (2.4) Rights and Responsibilities of Consumers (2.3) Evaluation of Consumer Information (2.3) Financial Agencies and Institutions (2.5) The Law and the Consumer (2.4) 	ROLE OF THE CONSUMER <ul style="list-style-type: none"> Factors Influencing Consumer Behavior (2.4) Rights and Responsibilities of Consumers (2.3) Evaluation of Consumer Information (2.3) Financial Agencies and Institutions (2.5) 	ROLE OF THE CONSUMER <ul style="list-style-type: none"> Rights and Responsibilities of Consumers (2.3) Personal Spending Plan (2.1)
TECHNIQUES IN MANAGEMENT <ul style="list-style-type: none"> Decision-Making (2.1) Identifying and Using Resources to Achieve Goals (2.1) Addressing Environmental Issues (2.2) 	TECHNIQUES IN MANAGEMENT <ul style="list-style-type: none"> Decision-Making (2.1) Identifying and Using Resources to Achieve Goals (2.1) Addressing Environmental Issues (2.2) 	TECHNIQUES IN MANAGEMENT <ul style="list-style-type: none"> Decision-Making (2.1) Identifying Resources and Goals (2.1)
RESOURCES TO ATTAIN FINANCIAL GOALS <ul style="list-style-type: none"> Consumer Practices in Purchasing Goods and Services (2.1) Consumer Credit (2.5) Short and Long Term Financial Planning (2.1, 2.5) 	RESOURCES TO ATTAIN FINANCIAL GOALS <ul style="list-style-type: none"> Short and Long Term Financial Planning (2.1) Consumer Credit (2.5) Consumer Practices in Purchasing Goods and Services (2.1) 	RESOURCES TO ATTAIN FINANCIAL GOALS <ul style="list-style-type: none"> Consumer Practices in Shopping (clothing & foods) (2.1, 2.5)
CONSUMER SAFETY <ul style="list-style-type: none"> Identity Theft (2.3, 2.4, 2.5) Credit Cards (2.3, 2.4, 2.5) Internet Scams (2.1, 2.3, 2.4, 2.5) 		CONSUMER SAFETY <ul style="list-style-type: none"> Internet Savvy (2.3, 7.2) Protection of Personal and Legal Identity (2.5, 2.3)
SOURCES OF CONSUMER SUPPORT AND ASSISTANCE (2.4)		
CURRENT ISSUES	CURRENT ISSUES	CURRENT ISSUES
RELATED CAREERS (1.1, 1.2)	RELATED CAREERS (1.1, 1.2)	RELATED CAREERS (1.1, 1.2)

Family Living Course Topics & Related Standards

TOPICS		
Upper Level MIS-03 # 09132	Comprehensive High School MIS-03 # 09022	Middle School MIS-03 # 09006
THE FAMILY IN SOCIETY <ul style="list-style-type: none"> Definition of Family (3.1) Family Systems (3.1, 7.1) Family Functions (3.1) Family Life Cycle (6.1) Balancing Work and Family (1.1) Family and Community Interaction (1.3) Families in Crisis (2.1, 3.1, 7.4, 9.3) Diversity (3.2) 	THE FAMILY IN SOCIETY <ul style="list-style-type: none"> Definition of Family (3.1) Family Systems (3.1, 7.1) Diversity (3.2) Families in Crisis (2.1, 3.1, 7.4, 9.3) 	THE FAMILY IN SOCIETY <ul style="list-style-type: none"> Definition of Family (3.1)
PREPARATION FOR ADULT ROLES <ul style="list-style-type: none"> Developing a Personal Philosophy and Code of Ethics (7.2) Decision-Making (2.1) Goal-Setting (2.1) Adult Roles and Responsibilities (1.1, 6.2, 7.1, 7.2) Community Involvement and Service to Others (1.3) Budgeting (2.1) 	PREPARATION FOR ADULT ROLES <ul style="list-style-type: none"> Developing a Personal Philosophy and Code of Ethics (7.2) Decision-Making (2.1) Goal-Setting (2.1) Community Involvement and Service to Others (1.3) 	PREPARATION FOR ADULT ROLES <ul style="list-style-type: none"> Decision-Making (2.1) Goal-Setting (2.1) Community Involvement and Service to Others (1.3)
INTERPERSONAL RELATIONSHIPS <ul style="list-style-type: none"> Types (7.1, 7.6) Friendships (7.1, 7.2, 7.3) Dating (7.1, 7.2, 7.3) Effective Communication (7.3) Conflict Resolution (7.4) Anger Management (7.4) Teamwork (7.5) Leadership (7.5) 	INTERPERSONAL RELATIONSHIPS <ul style="list-style-type: none"> Types (7.1, 7.6) Friendships (7.1, 7.2, 7.3) Dating (7.1, 7.2, 7.3) Effective Communication (7.3) Conflict Resolution (7.4) Anger Management (7.4) Teamwork (7.5) Leadership (7.5) 	INTERPERSONAL RELATIONSHIPS <ul style="list-style-type: none"> Friendships (7.1, 7.2, 7.3) Effective Communication (7.3) Conflict Resolution (7.4) Teamwork (7.5)
SINGLE LIVING (1.1, 1.3, 3.1,)		
MARRIAGE <ul style="list-style-type: none"> Readiness for Marriage (7.1) Engagement (7.1) Marriage Customs and Laws (2.3, 3.2, 7.1) Responsibilities and Adjustments in Marriage (1.1, 7.6) Successful Marriage (3.1, 7.6) Divorce (7.1) 	MARRIAGE <ul style="list-style-type: none"> Readiness for Marriage (7.1) 	
PARENTING <ul style="list-style-type: none"> Roles and Responsibilities (9.1) Practices (9.4) Readiness (9.2) 		
SOURCES OF ASSISTANCE For THE INDIVIDUAL AND FAMILY (9.3, 2.1)		
CURRENT ISSUES	CURRENT ISSUES	CURRENT ISSUES
RELATED CAREERS (1.1, 1.2)	RELATED CAREERS (1.1, 1.2)	RELATED CAREERS (1.1, 1.2)

Housing, Interiors, and Furnishings Course Topics & Related Standards

TOPICS		
Upper Level MIS-03 # 09133	Comprehensive High School MIS-03 # 09022	Middle School MIS-03 # 09006
HOUSING <ul style="list-style-type: none"> Needs, Goals and Resources (2.1, 5.1, 5.5) Physical, Psychological, and Social/Cultural Considerations (5.1) Types and Styles of Housing (5.3) Housing Decisions (5.1, 5.2, 5.3, 5.5, 2.5) Floor Plans (5.2, 5.3, 5.4, 5.6) Legal Considerations (2.3) Construction (5.2, 5.3) Insurance (2.1, 2.3) 	HOUSING <ul style="list-style-type: none"> Needs, Goals and Resources (2.1, 5.1, 5.5) Housing Decisions (2.5, 5.1, 5.2, 5.5) Floor Plans (5.2, 5.3, 5.4, 5.6) 	HOUSING <ul style="list-style-type: none"> Needs, Goals and Resources (2.1, 5.1, 5.5)
SPECIAL HOUSING CONCERNS <ul style="list-style-type: none"> Universal Design (5.2, 5.5) The Home Office (5.5) Housing Assistance (2.4) 	SPECIAL HOUSING CONCERNS <ul style="list-style-type: none"> Universal Design (5.2, 5.5) 	
DECORATING THE HOME <ul style="list-style-type: none"> Design Principles and Elements (5.2, 5.5) Use of Space (5.2, 5.5, 5.6) Furniture (5.1, 5.2, 5.3, 5.4, 5.5, 10.4) Background Treatments (5.1, 5.2, 5.5, 10.1) Accessories (5.1, 5.2, 5.5, 10.4) Landscaping (5.2, 5.6) Financial Considerations (2.5) 	DECORATING THE HOME <ul style="list-style-type: none"> Design Principles and Elements (5.2, 5.5) Furniture (5.1, 5.2, 5.3, 5.4, 5.5, 10.4) 	DECORATING THE HOME <ul style="list-style-type: none"> Design Principles and Elements (5.2, 5.5)
HOUSEHOLD EQUIPMENT <ul style="list-style-type: none"> Relating Needs to Family Roles (5.1, 5.5) Product Research (buying guides, finances, etc.) (5.5, 2.3) Use, Care, and Storage (5.5, 5.6) 		
MAINTENANCE <ul style="list-style-type: none"> Maintaining a Clean & Safe Environment (5.5, 5.6) Home Repairs and Improvements (5.6) 	MAINTENANCE <ul style="list-style-type: none"> Maintaining a Clean & Safe Environment (5.5, 5.6) 	MAINTENANCE <ul style="list-style-type: none"> Maintaining a Clean & Safe Environment (5.5, 5.6)
ENERGY AND RESOURCE CONSERVATION (2.2, 5.3)		
TECHNOLOGY FOR HOME AND FAMILY LIFE (5.3)		
CURRENT ISSUES	CURRENT ISSUES	CURRENT ISSUES
RELATED CAREERS (1.1, 1.2)	RELATED CAREERS (1.1, 1.2)	RELATED CAREERS (1.1, 1.2)

Independent Living Course Topics & Related Standards

TOPICS		
Upper Level MIS-03 # 09025	Comprehensive High School MIS-03 # 09022	Middle School MIS-03 # 09006
LIVING INDEPENDENTLY <ul style="list-style-type: none"> Choosing a Lifestyle (3.1) Communicating Effectively (7.3) Establishing and Maintaining Relationships (3.2, 7.1, 7.2, 7.3) 	LIVING INDEPENDENTLY <ul style="list-style-type: none"> Establishing and Maintaining Relationships (3.2, 7.1, 7.3) 	
SUPPORTING YOURSELF <ul style="list-style-type: none"> Planning for a Career (1.1, 1.2, 7.2) Workplace Readiness (1.2, 7.4, 7.5) Finding, Keeping, and Advancing in Employment (1.2, 7.4, 7.5) Ethics in the Workplace (7.2, 7.5) 	SUPPORTING YOURSELF <ul style="list-style-type: none"> Planning for a Career (7.2) 	
MAKING FINANCIAL DECISIONS <ul style="list-style-type: none"> Interactions Between the Individual and the Economy (2.1, 2.4) Financial Planning (Budgeting, Saving, and Investing) (2.5) Financial Services (2.5) Record Keeping (2.5) Checking and Savings Accounts (2.5) Credit (2.5) Taxes (2.5) Consumer Rights and Responsibilities (2.3) 	MAKING FINANCIAL DECISIONS <ul style="list-style-type: none"> Record Keeping (2.5) Consumer Rights and Responsibilities (2.3) 	
MAKING CONSUMER DECISIONS <ul style="list-style-type: none"> Housing (5.1, 5.6) Nutrition and Food (4.1, 4.3, 4.5, 8.3) Clothing (10.2, 10.4) Transportation (2.1) Health and Wellness (8.6) 		
ACHIEVING PERSONAL GOALS <ul style="list-style-type: none"> Finding Balance in Life (1.1) Time Management (2.1) Leisure Time (1.3) 	ACHIEVING PERSONAL GOALS <ul style="list-style-type: none"> Finding Balance in Life (1.1) 	
SOURCES OF INDIVIDUAL AND FAMILY SUPPORT AND ASSISTANCE (9.3)		
CURRENT ISSUES	CURRENT ISSUES	
RELATED CAREERS (1.1, 1.2)	RELATED CAREERS (1.1, 1.2)	

Individual and Family Health Course Topics and Related Standards

TOPICS		
Upper Level MIS-03 # 09129	Comprehensive High School MIS-03 # 09022	Middle Level MIS-03 # 09006
HEALTH AND WELLNESS <ul style="list-style-type: none"> Characteristics of “Wellness” (8.6) Health Concerns Through the Life Span (4.3, 8.1, 8.2, 8.3) Factors Influencing Health Decisions (2.5, 9.2) Environment and Health (2.2, 11.4) 	HEALTH AND WELLNESS <ul style="list-style-type: none"> Characteristics of “Wellness” (8.6) Health Concerns Through the Life Span (4.3, 8.1, 8.2) Factors Influencing Health Decisions (2.5, 9.2) Environment and Health (2.2, 11.4) 	HEALTH AND WELLNESS <ul style="list-style-type: none"> Health Concerns Through the Life Span (4.3, 8.1, 8.2) Characteristics of “Wellness” (8.6) Environment and Health (2.2, 11.4)
EMERGENCY PREPAREDNESS (H12.4.4, H 12.5.4, H12.6.5) <ul style="list-style-type: none"> Situations Supplies Techniques (CPR) Universal Precautions 	EMERGENCY PREPAREDNESS (H12.4.4, H12.5.4, H12.6.5) <ul style="list-style-type: none"> Situations Techniques Universal Precautions 	EMERGENCY PREPAREDNESS (H8.5.4) <ul style="list-style-type: none"> Situations Techniques Universal Precautions
MAINTENANCE OF HEALTH <ul style="list-style-type: none"> Nutrition (4.3, 8.1, 8.2) Physical Fitness (8.6) Disease Prevention (H12.2.1, H12.2.2, H12.2.3, H12.2.4) Personal Hygiene (8.6) Alcohol, Tobacco, and Other Drugs – (H12.4.1, H12.5.4) Wellness Check-Ups (8.6) Home Safety and Sanitation (4.1, 4.2, 5.6) Health and Athletics (8.6) Rest and Relaxation (H12.2.3, H12.5.2) Stress Management (1.1, H12.2.1) Personal Wellness Program (H12.2.1, H12.2.2, H12.2.3) Healthy Weight Management (8.2, 8.6) Behavior Risks (H12.5.3, H12.5.4) 	MAINTENANCE OF HEALTH <ul style="list-style-type: none"> Nutrition (4.3, 8.1, 8.2) Disease Prevention (H12.2.3) Personal Hygiene (8.6) Alcohol, Tobacco and Other Drugs (H12.4.1, H12.5.4) Home Safety and Sanitation (4.2) Stress Management (1.1, H8.2.1) Personal Wellness Program (H12.2.1, H12.2.2, H12.2.3) Healthy Weight Management (8.2, 8.6) 	MAINTENANCE OF HEALTH <ul style="list-style-type: none"> Nutrition (4.3, 8.1, 8.2) Alcohol, Tobacco, and Other Drugs (H8.5.5) Home Safety and Sanitation (4.1, 4.2) Stress Management (1.1, H 8.2.1) Personal Wellness Program (H8.2.1, H8.2.2) Personal Hygiene (8.6) Healthy Weight Management (8.2, 8.6)
ILLNESS AND DISABILITY <ul style="list-style-type: none"> Symptoms of Illness (8.6) Impacts of Disease or Disability on Individual or Family (1.3, H12.2.4) 		
HEALTH CARE PRODUCTS AND SERVICES <ul style="list-style-type: none"> Analyzing Information (2.3, H12.3.1, H12.6.1, H12.6.2, H12.6.3, H12.6.4, H12.6.5, H12.6.6) 	HEALTH CARE PRODUCTS AND SERVICES <ul style="list-style-type: none"> Analyzing Information (2.3, H12.6.2, H12.6.3) 	HEALTH CARE PRODUCTS AND SERVICES <ul style="list-style-type: none"> Analyzing Information (2.3, H8.6.3)
COMMUNITY HEALTH SERVICES, PROGRAMS, AND RESOURCES (2.1, 9.3, H12.6.1, H12.6.2, H12.6.3, H12.6.4, H12.6.5, H12.6.6) <ul style="list-style-type: none"> Access Availability 	COMMUNITY HEALTH SERVICES, PROGRAMS, AND RESOURCES (2.1)	
CURRENT ISSUES	CURRENT ISSUES	CURRENT ISSUES
RELATED CAREERS (1.1, 1.2)	RELATED CAREERS (1.1, 1.2)	RELATED CAREERS (1.1, 1.2)

Nutrition and Foods Course Topics & Related Standards

TOPICS		
Upper Level MIS-03 # 09131	Comprehensive High School MIS-03 # 09022	Middle School MIS-03 # 09006
FOOD PATTERNS AND CUSTOMS <ul style="list-style-type: none"> Principles of Nutrition (4.3) Social Significance of Food (4.4) Etiquette (7.6) Regional, Cultural and Historical Differences (4.4) Food Fads, Fallacies, and Practices (4.4, 8.1) Nutritional Needs During the Life Span (8.2) Influences on Nutrition and Food Practices (8.1) 	FOOD PATTERNS AND CUSTOMS <ul style="list-style-type: none"> Principles of Nutrition (4.3) Nutritional Needs During the Life Span (8.2) Etiquette (7.6) 	FOOD PATTERNS AND CUSTOMS <ul style="list-style-type: none"> Principles of Nutrition (4.3) Nutritional Needs During the Life Span (8.2) Etiquette (7.6)
MANAGEMENT OF FOOD RESOURCES <ul style="list-style-type: none"> Safety and Sanitation (4.1, 8.4) Food Preparation Skills (4.5, 7.3, 7.5) Food Purchasing and Budgeting (2.5) Meal Preparation (8.3) Influences on Consumer Choices (2.1) Prepared and Convenience Foods (2.1, 8.3) Food Conservation and Preservation (2.2, 8.5) 	MANAGEMENT OF FOOD RESOURCES <ul style="list-style-type: none"> Safety and Sanitation (4.1, 8.4) Food Preparation Skills (4.5, 7.3, 7.5) Food Purchasing and Budgeting (2.5) 	MANAGEMENT OF FOOD RESOURCES <ul style="list-style-type: none"> Safety and Sanitation (4.1, 8.4) Food Preparation Skills (4.5, 7.3, 7.5)
TECHNOLOGY AND CONSUMER CHOICES <ul style="list-style-type: none"> Equipment (4.2) Kitchen Design & Organization (5.4) Consumer Information and Protection (2.3) Scientific and Technological Developments (8.5) 	TECHNOLOGY AND CONSUMER CHOICES <ul style="list-style-type: none"> Equipment (4.2) 	
ENERGY AND RESOURCE CONSUMPTION AND CONSERVATION (2.4)	ENERGY AND RESOURCE CONSUMPTION AND CONSERVATION (2.4)	
LEGISLATION RELATED TO NUTRITION AND FOOD (2.3, 8.5)	LEGISLATION RELATED TO NUTRITION AND FOOD (2.3, 8.5)	
SOURCES OF INFORMATION AND ASSISTANCE FOR INDIVIDUALS AND FAMILIES (2.1, 9.3)	SOURCES OF INFORMATION AND ASSISTANCE FOR INDIVIDUALS AND FAMILIES (2.1, 9.3)	
CURRENT ISSUES	CURRENT ISSUES	CURRENT ISSUES
RELATED CAREERS (1.1, 1.2, 12.1)	RELATED CAREERS (1.1, 1.2, 12.1)	RELATED CAREERS (1.1, 1.2)

Textiles and Clothing Course Topics & Related Standards

TOPICS		
Upper Level MIS-03 # 09027	Comprehensive High School MIS-03 # 09022	Middle School MIS-03 #09006
CLOTHING <ul style="list-style-type: none"> Functions of Clothing (10.4, 10.5) Interrelationships of Clothing and Culture (10.5) Effects of Changing Roles and Lifestyles (10.5, 1.1) Trends in Clothing and Fashion (10.4, 10.5) Scientific and Technological Advances (10.1, 10.2) Professional Appearance and Career Clothing (1.1, 10.4) 	CLOTHING <ul style="list-style-type: none"> Functions of Clothing (10.4, 10.5) Professional Appearance and Career Clothing (1.1, 10.4) 	CLOTHING <ul style="list-style-type: none"> Functions of Clothing (10.4, 10.5) Fads (10.4, 10.5)
ECONOMICS OF THE CLOTHING DOLLAR <ul style="list-style-type: none"> Purchasing Decisions (2.1, 2.5, 10.2, 10.4) Advertising (2.4, 2.5, 10.4) Consumer Rights and Responsibilities (2.3) 	ECONOMICS OF THE CLOTHING DOLLAR <ul style="list-style-type: none"> Purchasing Decisions (2.1, 2.5, 10.2, 10.4) Advertising (2.4, 2.5, 10.4) 	ECONOMICS OF THE CLOTHING DOLLAR <ul style="list-style-type: none"> Purchasing Decisions (2.1, 2.5, 10.2, 10.4) Advertising (2.4, 2.5, 10.4)
PLANNING AND SELECTING TEXTILES <ul style="list-style-type: none"> Fibers and Finishes (10.1) Style, Fabrics, and Colors (10.1, 10.3, 10.5) Self-Expression (10.3, 10.4, 10.5) Labels (2.4, 10.4) Wardrobe Planning (10.1, 10.3, 10.5) Dressing for the Occasion and the Life Stage (10.1, 10.2, 10.4, 10.5) 	PLANNING AND SELECTING TEXTILES <ul style="list-style-type: none"> Fibers (10.1) Style, Fabrics, and Colors (10.1, 10.3, 10.5) Self-Expression (10.3, 10.4, 10.5) Dressing for the Occasion (10.5) Labels (2.4, 10.4) 	PLANNING AND SELECTING TEXTILES <ul style="list-style-type: none"> Self-Expression (10.3, 10.4, 10.5) Dressing for the Occasion (10.5) Style, Fabrics, and Colors (10.1, 10.3, 10.5)
CARE AND MAINTENANCE <ul style="list-style-type: none"> Laundry (10.1) Repair (10.2, 10.3) Home Textiles (10.1) 	CARE AND MAINTENANCE <ul style="list-style-type: none"> Laundry (10.1) Repair (10.2, 10.3) 	CARE AND MAINTENANCE <ul style="list-style-type: none"> Laundry (10.1) Repair (10.2)
EQUIPMENT AND WORK AREAS <ul style="list-style-type: none"> Identification and Use (10.2) Safety (10.2) 	EQUIPMENT AND WORK AREAS <ul style="list-style-type: none"> Identification and Use (10.2) Safety (10.2) 	EQUIPMENT AND WORK AREAS <ul style="list-style-type: none"> Identification and Use (10.2) Safety (10.2)
CONSTRUCTION <ul style="list-style-type: none"> Basic Construction Techniques (10.2) Specialized Design and Construction (10.3) Non-Clothing and Clothing Items (10.2, 10.3, 10.4) Alterations (10.2, 10.3, 10.4) Clothing Redesign, and Recycling (10.2, 10.3, 10.4) Working with Unique Fabrics (10.1, 10.2) 	CONSTRUCTION <ul style="list-style-type: none"> Basic Construction Techniques (10.2) Non-Clothing and Clothing Items (10.2, 10.3, 10.4) Alterations (10.2, 10.3, 10.4) 	CONSTRUCTION <ul style="list-style-type: none"> Basic Construction Techniques (10.2) Non-Clothing and Clothing Items (10.2, 10.3, 10.4) Clothing Recycling (10.2, 10.3, 10.4)
CURRENT ISSUES	CURRENT ISSUES	CURRENT ISSUES
RELATED CAREERS (1.1, 1.2)	RELATED CAREERS (1.1,1.2)	RELATED CAREERS (1.1,1.2)

Middle Level Framework MIS-03 # 09006

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CHILD DEVELOPMENT **CARE AND GUIDANCE OF CHILDREN**

- Caring for Children (6.3)
- Guidance of Children (6.2, 6.3)
- Snack Foods for Children (4.1)
- Health and Safety of the Child (4.1, 6.2, 8.1, 8.2, 8.6)

CREATIVE ACTIVITIES FOR CHILDREN

- Age Appropriate Activities (6.1, 6.2)

CURRENT ISSUES

RELATED CAREERS (1.1, 1.2)

CONSUMER AND RESOURCE **MANAGEMENT**

ROLE OF THE CONSUMER

- Rights and Responsibilities of Consumers (2.3)
- Personal Spending Plan (2.1)

TECHNIQUES IN MANAGEMENT

- Decision-Making (2.1)
- Identifying Resources and Goals (2.1)

RESOURCES TO ATTAIN FINANCIAL GOALS

- Consumer Practices in Shopping (clothing & foods) (2.1, 2.5)

CONSUMER SAFETY

- Internet Savvy (2.3, 7.2)
- Protection of Personal and Legal Identity (2.5, 2.3)

CURRENT ISSUES

RELATED CAREERS (1.1, 1.2)

FAMILY LIVING

THE FAMILY IN SOCIETY

- Definition of Family (3.1)

PREPARATION FOR ADULT ROLES

- Decision-Making (2.1)
- Goal-Setting (2.1)
- Community Involvement and Service to Others (1.3)

INTERPERSONAL RELATIONSHIPS

- Friendships (7.1, 7.2, 7.3)
- Effective Communication (7.3)
- Conflict Resolution (7.4)
- Teamwork (7.5)

CURRENT ISSUES

RELATED CAREERS (1.1, 1.2)

HOUSING, INTERIORS AND **FURNISHINGS**

HOUSING

- Needs, Goals and Resources (2.1, 5.1, 5.5)

DECORATING THE HOME

- Design Principles and Elements (5.2, 5.5)

MAINTENANCE

- Maintaining a Clean & Safe Environment (5.5, 5.6)

CURRENT ISSUES

RELATED CAREERS (1.1, 1.2)

INDIVIDUAL AND FAMILY HEALTH **HEALTH AND WELLNESS**

- Health Concerns Through the Life Span (4.3, 8.1, 8.2)
- Characteristics of "Wellness" (8.6)
- Environment and Health (2.2, 11.4)

EMERGENCY PREPAREDNESS (H8.5.4)

- Situations
- Techniques
- Universal Precautions

MAINTENANCE OF HEALTH

- Nutrition (4.3, 8.1, 8.2)
- Alcohol, Tobacco, and Other Drugs (H8.5.5)
- Home Safety and Sanitation (4.1, 4.2)
- Stress Management (1.1, H 8.2.1)
- Personal Wellness Program (H8.2.1, H8.2.2)
- Personal Hygiene (8.6)
- Healthy Weight Management (8.2, 8.6)

HEALTH CARE PRODUCTS AND SERVICES

- Analyzing Information (2.3, H8.6.3)

CURRENT ISSUES

RELATED CAREERS (1.1, 1.2)

NUTRITION AND FOODS

FOOD PATTERNS AND CUSTOMS

- Principles of Nutrition (4.3)
- Nutritional Needs During the Life Span (8.2)
- Etiquette (7.6)

MANAGEMENT OF FOOD RESOURCES

- Safety and Sanitation (4.1, 8.4)
- Food Preparation Skills (4.5, 7.3, 7.5)

CURRENT ISSUES

RELATED CAREERS (1.1, 1.2)

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Middle Level Framework MIS-03 # 09006 (continued)

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TEXTILES AND CLOTHING

CLOTHING

- Functions of Clothing (10.4, 10.5)
- Fads (10.4, 10.5)

ECONOMICS OF THE CLOTHING DOLLAR

- Purchasing Decisions (2.1, 2.5, 10.2, 10.4)
- Advertising (2.4, 2.5, 10.4)

PLANNING AND SELECTING TEXTILES

- Self-Expression (10.3, 10.4, 10.5)
- Dressing for the Occasion (10.5)
- Style, Fabrics, and Colors (10.1, 10.3, 10.5)

CARE AND MAINTENANCE

- Laundry (10.1)
- Repair (10.2)

EQUIPMENT AND WORK AREAS

- Identification and Use (10.2)
- Safety (10.2)

CONSTRUCTION

- Basic Construction Techniques (10.2)
- Non-Clothing and Clothing Items (10.2, 10.3, 10.4)
- Clothing Recycling (10.2, 10.3, 10.4)

CURRENT ISSUES

RELATED CAREERS (1.1, 1.2)

CHILD DEVELOPMENT**PREPARATION FOR PARENTHOOD**

- Functions of the Family (1.1, 7.2, 9.1)
- Readiness for Parenthood (9.1, 9.4)
- Legal and Financial Responsibilities of Parents (2.4, 9.1)

CARE AND GUIDANCE OF CHILDREN

- Caring for Children (9.1, 11.1, 11.5)
- Cultural Similarities and Differences in Child Care and Development (3.2, 6.2)
- Health and Safety of the Child (4.1, 6.2, 8.1, 8.2, 8.6)
- Ages & Stages of Development (6.1, 6.2, 6.3)

CREATIVE ACTIVITIES FOR CHILDREN

- Age Appropriate Activities (6.1, 6.2)

CHANGING ROLES AND DYNAMICS WITHIN

THE FAMILY (1.1, 3.1, 3.2, 7.1, 7.2, 7.5, 7.6)

CURRENT ISSUES

RELATED CAREERS (1.1, 1.2, 11.1)

**CONSUMER AND RESOURCE
MANAGEMENT****ECONOMIC PERSPECTIVES IN
CONTEMPORARY SOCIETY**

- Economic Effects of Changing Roles and Lifestyles (2.4)
- Effects of Individual Actions on the Larger Economy (2.4)

ROLE OF THE CONSUMER

- Factors Influencing Consumer Behavior (2.4)
- Rights and Responsibilities of Consumers (2.3)
- Evaluation of Consumer Information (2.3)
- Financial Agencies and Institutions (2.5)

TECHNIQUES IN MANAGEMENT

- Decision-Making (2.1)
- Identifying and Using Resources to Achieve Goals (2.1)
- Addressing Environmental Issues (2.2)

RESOURCES TO ATTAIN FINANCIAL GOALS

- Short and Long Term Financial Planning (2.1)
- Consumer Credit (2.5)
- Consumer Practices in Purchasing Goods and Services (2.1)

CURRENT ISSUES

RELATED CAREERS (1.1, 1.2)

FAMILY LIVING**THE FAMILY IN SOCIETY**

- Definition of Family (3.1)
- Family Systems (3.1, 7.1)
- Diversity (3.2)
- Families in Crisis (2.1, 3.1, 7.4, 9.3)

PREPARATION FOR ADULT ROLES

- Developing a Personal Philosophy and Code of Ethics (7.2)
- Decision-Making (2.1)
- Goal-Setting (2.1)
- Community Involvement and Service to Others (1.3)

INTERPERSONAL RELATIONSHIPS

- Types (7.1, 7.6)
- Friendships (7.1, 7.2, 7.3)
- Dating (7.1, 7.2, 7.3)
- Effective Communication (7.3)
- Conflict Resolution (7.4)
- Anger Management (7.4)
- Teamwork (7.5)
- Leadership (7.5)

MARRIAGE

- Readiness for Marriage (7.1)

CURRENT ISSUES

RELATED CAREERS (1.1, 1.2)

**HOUSING, INTERIORS AND
FURNISHINGS****HOUSING**

- Needs, Goals and Resources (2.1, 5.1, 5.5)
- Housing Decisions (2.5, 5.1, 5.2, 5.5)
- Floor Plans (5.2, 5.3, 5.4, 5.6)

SPECIAL HOUSING CONCERNS

- Universal Design (5.2, 5.5)

DECORATING THE HOME

- Design Principles and Elements (5.2, 5.5)
- Furniture (5.1, 5.2, 5.3, 5.4, 5.5, 10.4)

MAINTENANCE

- Maintaining a Clean & Safe Environment (5.5, 5.6)

CURRENT ISSUES

RELATED CAREERS (1.1, 1.2)

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INDEPENDENT LIVING

LIVING INDEPENDENTLY

- Establishing and Maintaining Relationships (3.2, 7.1, 7.3)

SUPPORTING YOURSELF

- Planning for a Career (7.2)

MAKING FINANCIAL DECISIONS

- Record Keeping (2.5)
- Consumer Rights and Responsibilities (2.3)

ACHIEVING PERSONAL GOALS

- Finding Balance in Life (1.1)

CURRENT ISSUES

RELATED CAREERS (1.1, 1.2)

INDIVIDUAL AND FAMILY HEALTH

HEALTH AND WELLNESS

- Characteristics of “Wellness” (8.6)
- Health Concerns Through the Life Span (4.3, 8.1, 8.2)
- Factors Influencing Health Decisions (2.5, 9.2)
- Environment and Health (2.2, 11.4)

EMERGENCY PREPAREDNESS (H12.4.4, H12.5.4, H12.6.5)

- Situations
- Techniques
- Universal Precautions

MAINTENANCE OF HEALTH

- Nutrition (4.3, 8.1, 8.2)
- Disease Prevention (H12.2.3)
- Personal Hygiene (8.6)
- Alcohol, Tobacco and Other Drugs (H12.4.1, H12.5.4)
- Home Safety and Sanitation (4.2)
- Stress Management (1.1, H8.2.1)
- Personal Wellness Program (H12.2.1, H12.2.2, H12.2.3)
- Healthy Weight Management (8.2, 8.6)

HEALTH CARE PRODUCTS AND SERVICES

- Analyzing Information (2.3, H12.6.2, H12.6.3)

COMMUNITY HEALTH SERVICES,

PROGRAMS, AND RESOURCES (2.1)

CURRENT ISSUES

RELATED CAREERS (1.1, 1.2)

NUTRITION AND FOODS

FOOD PATTERNS AND CUSTOMS

- Principles of Nutrition (4.3)
- Nutritional Needs During the Life Span (8.2)
- Etiquette (7.6)

MANAGEMENT OF FOOD RESOURCES

- Safety and Sanitation (4.1, 8.4)
- Food Preparation Skills (4.5, 7.3, 7.5)
- Food Purchasing and Budgeting (2.5)

TECHNOLOGY AND CONSUMER CHOICES

- Equipment (4.2)

ENERGY AND RESOURCE CONSUMPTION AND CONSERVATION (2.4)

LEGISLATION RELATED TO NUTRITION AND FOOD (2.3, 8.5)

SOURCES OF INFORMATION AND ASSISTANCE FOR INDIVIDUALS AND FAMILIES (2.1, 9.3)

CURRENT ISSUES

RELATED CAREERS (1.1, 1.2, 12.1)

TEXTILES AND CLOTHING

CLOTHING

- Functions of Clothing (10.4, 10.5)
- Professional Appearance and Career Clothing (1.1, 10.4)

ECONOMICS OF THE CLOTHING DOLLAR

- Purchasing Decisions (2.1, 2.5, 10.2, 10.4)
- Advertising (2.4, 2.5, 10.4)

PLANNING AND SELECTING TEXTILES

- Fibers (10.1)
- Style, Fabrics, and Colors (10.1, 10.3, 10.5)
- Self-Expression (10.3, 10.4, 10.5)
- Dressing for the Occasion (10.5)
- Labels (2.4, 10.4)

CARE AND MAINTENANCE

- Laundry (10.1)
- Repair (10.2, 10.3)

EQUIPMENT AND WORK AREAS

- Identification and Use (10.2)
- Safety (10.2)

CONSTRUCTION

- Basic Construction Techniques (10.2)
- Non-Clothing and Clothing Items (10.2, 10.3, 10.4)
- Alterations (10.2, 10.3, 10.4)

CURRENT ISSUES

RELATED CAREERS (1.1, 1.2)

HEALTH STANDARDS AND BENCHMARKS – Grades 5-8

ND Department of Public Instruction, 2000

Standard 1: Growth and Development

Students understand the fundamental concepts of growth and development.

- 8.1.1 Understand physical, intellectual, social, and emotional changes throughout the life cycle.
- 8.1.2 Understand the processes of conception, prenatal development, and birth.
- 8.1.3 Understand physical, intellectual, social, and emotional changes associated with puberty and adolescence.

Standard 2: Health Promotion and Disease Prevention

Students understand concepts related to health promotion and disease prevention.

- 8.2.1 Know strategies for stress management.
- 8.2.2 Know the benefits of nutrition and physical activity as they relate to total wellness.
- 8.2.3 Know sources, symptoms, and treatment of diseases and other health problems.

Standard 3: Environmental and Community Health

Students understand the effects of environmental and external factors on personal, family, and community health.

- 8.3.1 Know that family, community, culture, media, technology, and other factors have an impact on health practices.
- 8.3.2 Know how local, state, and federal efforts and policies on environmental issues impact health.
- 8.3.3 Know how the physical environment can affect personal health.

Standard 4: Health-Enhancing Skills

Students demonstrate the ability to use problem-solving, decision-making, communication, and goal-setting skills to enhance health.

- 8.4.1 Know appropriate social skills to build and maintain positive relationships.
- 8.4.2 Understand the process of goal setting and how it affects health choices.
- 8.4.3 Know strategies for coping with peer pressure.
- 8.4.4 Understand how health and learning are affected by nutrition, physical activity, drugs, and sex.

HEALTH STANDARDS AND BENCHMARKS – Grades 5-8

(continued)

Standard 5: Behaviors and Risks

Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

- 8.5.1 Know strategies and skills that are used to attain personal health goals.
- 8.5.2 Know characteristics and conditions associated with positive self-esteem.
- 8.5.3 Know consequences of specific risk behaviors for one's self and others.
- 8.5.4 Understand precautions related to personal safety.
- 8.5.5 Know risks associated with harmful chemicals and drugs.

Standard 6: Health-Related Information

Students demonstrate the ability to access and evaluate health-related information, products, and services.

- 8.6.1 Know how to locate and use community resources and services that provide valid health information.
- 8.6.2 Know situations that require professional health services.
- 8.6.3 Know the validity and cost of common health information, products, and services.

Standard 7: Health Advocacy

Students demonstrate the ability to advocate for personal, family, and community health.

- 8.7.1 Know how to distinguish between myths and facts related to health issues.
- 8.7.2 Know various communication methods to accurately express health information.
- 8.7.3 Understand how to influence and support others in making positive health choices.

HEALTH STANDARDS AND BENCHMARKS – Grades 9-12

ND Department of Public Instruction, 2000

Standard 1: Growth and Development

Students understand the fundamental concepts of growth and development.

- 12.1.1 Understand the interrelationships of intellectual, emotional, social, spiritual and physical health throughout life.
- 12.1.2 Understand the interrelationships of family and individual health.
- 12.1.3 Understand physical, intellectual, social, and spiritual changes that occur throughout life, and how these changes differ among individuals.
- 12.1.4 Understand how physical, intellectual, social, and cultural factors influence attitudes and behaviors regarding sexuality.
- 12.1.5 Understand the impact of personal health behaviors on the functioning of body systems.
- 12.1.6 Understand the importance of prenatal and perinatal care to both mother and child.

Standard 2: Health Promotion and Disease Prevention

Students understand concepts related to health promotion and disease prevention.

- 12.2.1 Understand how the body's systems function to prevent or combat disease.
- 12.2.2 Understand the importance of regular physical examinations in detecting and treating diseases early.
- 12.2.3 Know how to assess behaviors and their relationships to health promotion and disease prevention.
- 12.2.4 Understand the social, political, and economic effects of disease on individuals, families, and communities.

Standard 3: Environmental and Community Health

Students understand the effects of environmental and external factors on personal, family, and community health.

- 12.3.1 Know how the community, media, and technology can influence the health of individuals.
- 12.3.2 Understand how cultural diversity enriches and challenges health behaviors.
- 12.3.3 Understand how the physical environment influences the health of the community.
- 12.3.4 Know how public health policies and government regulations impact health-related issues.

HEALTH STANDARDS AND BENCHMARKS – Grades 9-12

(continued)

Standard 4: Health-Enhancing Skills

Students demonstrate the ability to use problem-solving, decision-making, communication, and goal-setting skills to enhance health.

- 12.4.1 Know how use, misuse, and abuse of alcohol, tobacco, and other drugs can play a role in dangerous behavior and can have adverse consequences for the community.
- 12.4.2 Know how to set personal health goals and design a specific plan to enhance health for quality of life.
- 12.4.3 Know how to use a process in decision making as it relates to a healthy lifestyle.
- 12.4.4 Know how to apply a problem-solving process to enhance and/or protect health.

Standard 5: Behaviors and Risks

Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

- 12.5.1 Know the role of individual responsibility for enhancing health.
- 12.5.2 Know strategies to use for health enhancement.
- 12.5.3 Know possible causes of conflicts in schools, families, and communities and strategies to prevent conflict in these situations.
- 12.5.4 Know how refusal, negotiation, and collaboration skills can be used to avoid potentially harmful situations.

Standard 6: Health-Related Information

Students demonstrate the ability to access and evaluate health-related information, products, and services.

- 12.6.1 Know how to access health information, products, and services outside the community.
- 12.6.2 Know factors that influence personal selection of health care resources, products, and services.
- 12.6.3 Know how to evaluate resources from home, school, and the community that present health information, products, and services.
- 12.6.4 Understand the cost and accessibility of a variety of health care services.
- 12.6.5 Know situations that require professional health services in the areas of prevention, treatment, and rehabilitation.
- 12.6.6 Know local, state, federal, and private agencies that protect and/or inform the consumer.

HEALTH STANDARDS AND BENCHMARKS – Grades 9-12

(continued)

Standard 7: Health advocacy

Students demonstrate the ability to advocate for personal, family, and community health.

- 12.7.1 Know how to express information and opinions about health issues.
- 12.7.2 Know how individuals can improve or maintain community health.
- 12.7.3 Know how to influence and support others in making positive health choices.
- 12.7.4 Know how to work cooperatively when advocating for healthy communities.